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**Guided Pathways Task Force Meeting**

*Meeting Minutes*

Friday, May 14, 2021

12:00 p.m. – 3:00 p.m.

**Action**

I. Identify note-taker (5 min)

* Erik Shearer taking notes

**Action**

II. Approval of April 9, 2021 Minutes (5 min)

* Approved by consent.

**Discussion**

III. Welcome and Check-in (25 min)

* Check-in: what is one you accomplished this year, what is one thing you want to accomplish in the coming year.
  + Everyone checked in.

**Information/Report**

IV. Announcements/Updates (60 min)

a. ASCCC Report

* + May meeting. Approved leadership institute program. Institute happening in June.
  + Academic Academy in October, virtual. Fall plenary to be hybrid, pending further discussions.
  + ASCCC Election results announcement.

b. GPTF Member Reports

* + GPTF end-of-year report read out and discussed.
    - Includes recommendations for next year tasks, depending on status of GPTF.
    - Clear need for continued data training for faculty, either through GPTF or other ASCCC trainings in coming years.
    - Comments from Taskforce members: affirming need for data training for local Senates and faculty.
    - Discussion on including recommendation for SLO data training. Suggestion included in final draft of plan document.
    - Suggestion to make connection between data and the “Ensuring Learning” pillar for Guided Pathways connection by including Teaching and Learning.
    - MSC to recommend convening a Data and Research Task Force and the elements of the Proposed Area of Focus for the ASCCC for 2021-22 document (attached).
  + Resources Team Report
    - Canvas course recommendation: if no one to maintain, let the Canvas course go.
  + Report – Juan Buriel
  + Webinars Team Report
    - Listed each webinar and made recommendations re: data
  + Technical Visit Team Report
    - Submitted with form used for planning technical visits with the college faculty.
  + Numerous other reports submitted, including sub-groups.
  + Ginni will be combining all together for final ASCCC submission.

**Discussion/Action**

V. Recommendations from the GPTF to the ASCCC (75 min)

* Area of Focus Concept / Plan
  + Discussed in detail during Member Reports section.
  + Data training recommendations / plan.

**Action** MSC to recommend convening a Data and Research Task Force and the elements of the Proposed Area of Focus for the ASCCC for 2021-22 document (attached).

It was clarified that this is a recommendation to the ASCCC Executive Committee, and then the ASCCC Executive Committee will consider along with other priorities.

*Respectfully submitted by Erik Shearer*

**Reports:**

Erik Shearer

GPTF – Webinars

Accomplishments:

* Successfully hosted 14 webinars, including the following:

**Fall**

* + Integrating GP to Institutional Structures
  + The Chancellor’s Office DEI Workgroup Recommendations
  + Program Review processes and GP
  + GP flexibility in Online World
  + Ensuring Learning: Conversations on the Use of Video Recording and Monitoring in Online Learning Assessment
  + Governance and Guided Pathways
  + Transfer Pathways

Spring

* + Coffee, Tea, and GP: Meta Majors-- Where Are We Now?
  + Long-term Planning for GP Integration
  + Data 101: Using Data to Ensure Learning
  + Coffee, Tea, and GP: Culturally Responsive Curriculum
  + Coffee, Tea, and GP: Sustaining Our Work and Ourselves
  + Staying on the Path: Guided Pathways and Scheduling for Student Completion
  + All Four Pillars: English, English as a Second Language, and Mathematics Placement, Access, Enrollment, Support, and Success

Recommendations:

* Continue with regular webinars on related topics, even with GP funding disappearing. Local colleges will still be working through many of these issues. In particular, GP-inflected discussions on topics around the Ensuring Learning pillar will be important going forward.
* Continued webinars on student success data interpretation and application locally. Local faculty and senates need continued help in interpreting and using student success data as part of their work but appear to frequently be eclipsed by research and administrative concerns. More messaging on partnership and collaborative approaches.
* Continue to educate faculty on how scheduling affects students.

# Technical Visit Team

## 2020-21, Brief Report

Team Lead: Jeffrey Hernandez (co-lead with Janet Fulks in fall 2020)

Team Members: Ginni May, Cheryl Aschenbach, Krystinne Mica, Michelle Bean, Miguel Rother, Sarah Harris, Sam Foster, Stephanie Curry

Accomplishments

* Notes from previous technical visits were synthesized into a single guide including overarching assumptions, questions for initial consultation to identify technical assistance needs, lists of “ways we help,” sample draft schedules, and links to video guides.
* Cerritos College Technical Visit – GPTF reps and local GP faculty coordinators and senate leaders co-facilitated a hands-on workshop for faculty to experience the barriers their students regularly encounter. GPTF reps also facilitated an informal brainstorming session to strategize next steps.
* Collaboration with RP Group – GPTF reps laid groundwork with RP Group for collaborative technical assistance to ensure integration of COCI data and faculty curriculum experience and the use of data to support meta major cluster analysis. Future collaboration was contingent on RP gaining continued funding.
* Team Brainstorming and Outreach—The GPTF Tech Visit Team brainstorming identified strategy of promoting technical assistance on specific topics in a Guided Pathways memo.
* Hartnell College Technical Visit – In response to the Guided Pathways memo, local senate requested GPTF Resource Team visit. GPTF reps presented before the local senate on the role of the academic senate in Guided Pathways, program review, and governance.

Recommendation

Recruit faculty with senate and Guided Pathways involvement to serve as co-presenters/facilitators with reps from existing ASCCC committees on technical assistance visits on specific topics, such as the following:

* Role of the Local Academic Senate in Sustaining Guided Pathways Implementation
  + Incorporating Guided Pathways into the work of the Senate and Shared Governance Processes
  + Understanding the Guided Pathways Dashboard
* Continuing Guided Pathways to Advance Equity
  + Curriculum Redesign (culturally relevant pedagogy)
  + Integrating Equity Data into Guided Pathways
* Guided Pathways and Transfer, including Intersegmental Curriculum Alignment
* Program Review and Guided Pathways- A Student Centered Approach

1. Name – Meridith Selden
2. GPTF Team –Ensuring Learning, and Data 101
3. Team and individual accomplishments (webinars, college visits, canvas courses, Rostrum articles, and such)
   1. Resources – The biggest accomplishment of the resources team is the complete redesign of the GP Canvas Shell. The bulk of this work was accomplished in the Fall but there were changes made in the Spring too (such as the removal the “In the News” section, the addition of the 2021 GP Resources, and other minor additions/revisions).
   2. Ensuring Learning – A short (two page) document was created and posted in the [GP Canvas shell](https://ccconlineed.instructure.com/courses/2634/pages/ensuring-learning) and a webinar was offered on using data to ensure learning.
   3. Data 101: Data Literacy and Data Coaching – A longer document has been developed that includes information on basic data literacy, hypothesis development, potential sources of data, and brief discussions about equity. The document has not yet been posted to the GP Canvas shell because we met with the Educational Policies Committee to discuss the possibility of working together to develop a larger document (likely a canvas module or course) that address resolutions sponsored by the Educational Policies Committee ([Resolution 13.02 F19 Data Paper and Equity-Minded Practices](https://asccc.org/resolutions/data-paper-and-equity-minded-practices)). In that meeting, a few different options were discussed but nothing final has been decided. As such, this resource has stalled a little bit.

In addition to the canvas document, a webinar was offered on using data to ensure learning. (This is the same webinar that was mentioned in A.). Finally, it was discussed briefly in a GP Taskforce presentation at plenary.

* 1. My biggest personal accomplishment is making it through the year ☺ This was one a tough one.

1. Recommendations for moving forward (if you have any) –

As much as I hate to make this recommendation, I think the ASCCC should think about sunsetting the Canvas shell. To keep it up to date will require time and energy and I believe the return on that time and energy is small. There are approximately 120 people who have signed up as a student or teacher and have accessed the site for a measurable amount of time. However, each year there are fewer and fewer users.

To get a better idea of exactly how many fewer, I looked at the last date of login for users. (Note that I was not able to differentiate between students and teachers so the numbers include both. And, some people are in as both so the system records a time for both roles each time the person logs in.) In 2021, on 24 users have accessed the canvas shell and this number includes the GP Taskforce team (9 of whom are definitely included in the 24 users). In other words, there have only been about 15 “real” users of the canvas shell (and this is after it was discussed in detail at Plenary.)

I think there’s a lot of value and need for the Data 101: Data Literacy and Data Coaching module and I love the idea of working with the Educational Policies Committee (especially considering their deliberate focus on equity). However, I’m not really sure what the next steps are.

\*Name: Juan R. Buriel

\*GPTF Team: 2020-2021

\*Individual Accomplishments:

* Publications
  + “Anti-Racism and Guided Pathways Implementation” (with Jeffrey Hernandez and Lance Heard), *Senate Rostrum* (November 2020), 4-6
  + “Optimizing Student Success: A Report on Placement in English and Mathematics Pathways” (contributor), An Academic Senate White Paper (September 2020), <https://asccc.org/sites/default/files/ASCCC_Optimizing_Student_Success_white-ppr_2020_v1.pdf>
* Presentations
  + Panelist, “Staying on the Path: Guided Pathways and Scheduling for Student Completion,” Academic Senate for California Community Colleges Webinar Series, April 21, 2021
* Other
  + Assisted with the organization of the October 2020 Coffee, Tea & GP webinar “Models for Integrated Support: Guided Pathways” featuring College of the Canyons’ GP liaisons Liz Shaker and Garrett Reick.
  + Participated on the ASCCC GPTF team charged with designing the ASCCC Canvas Handbook
  + Participated on two teams charged with creating mini Canvas courses
    - Incorporating Student Voice into Guided Pathways Design
    - Scheduling: A Student Centered Approach

# Mini-Paper Team for “Incorporating Student Voice into Guided Pathways Design”

## 2020-21, Brief Report

Team Lead: Jeffrey Hernandez

Team Members: Cheryl Aschenbach, Michelle Bean, Juan Buriel, Krystinne Mica

Accomplishments

* A new canvas module “Incorporating Student Voice into Guided Pathways Design” was created to promote to design principles for incorporating student voice in several ways:
  + Student Voice – Broad Principles for Guided Pathways Redesign
  + Student Voice in Guided Pathways Inquiry
  + Student Voice in Guided Pathways Design
  + Student Voice in Guided Pathways Implementation
  + Student Voice for Evaluating What We Do

Recommendation

Recruit faculty with senate and Guided Pathways involvement to present the module to reps from existing ASCCC committees that may provide technical assistance to local senates related to incorporating student voice in Guided Pathways design. It can help educate committee members on the possibilities for incorporating student voice. It can also serve as a resource to for related presentations. Possible committees may include Equity and Diversity Action Committee or the Relations with Local Senates Committee.

# Mini-Paper Team for “Aligning Guided Pathways with Equity-Minded Actions”

## 2020-21, Brief Report

Team Lead: Jeffrey Hernandez

Team Members: Cheryl Aschenbach, Michelle Bean, Juan Buriel

Accomplishments

* A PowerPoint presentation titled “Aligning Guided Pathways with an Equity-Minded Approach: An Academic Senate Perspective” was created as a tool for local senate presidents to use when presenting to college faculty on how to use of Guided Pathways for advancing equity

Recommendation

Recruit faculty with senate and Guided Pathways involvement to present the PowerPoint to reps from existing ASCCC committees so that may direct local senates to this resource. Committee reps could bring up this tool when arranging or conducting technical assistance visits with local senates related to the topic of aligning Guided Pathways with equity-minded actions. Possible committees may include Equity and Diversity Action Committee or the Relations with Local Senates Committee.

**Questions Used for Technical Visits**

Three overarching Assumptions

1. There is no cookie cutter GP – it is individualized to the culture mission, student population, culture resources.
2. Colleges were organized from an institutional perspective; GP considers effectiveness and clarity from the student perspective.
3. This does not happen overnight and will not happen with a small conclave as some initiatives (STEM, Basic Skills, Umoja etc.) it must be an institution-wide effort.

Questions used for Technical Visits

What would you like to see accomplished by the end of this visit?

How long do you anticipate the visit lasting?

Who will we be meeting with GP team, other committees, faculty, staff whole college, students etc?

What major positive changes do you feel the college has accomplished? (Do we need to validate these?)

What major issues are you having, are they defined and is there a particular group that needs to be addresses (e.g. faculty, a committee, students, a department, program review, curriculum)?

What progress have you made (small or large) since you began?

What areas are people most excited about?

How have you been able to make opportunity for others to be involved and how?

Who supports this visit and who requested it?

Will you have interactive time with faculty, students, staff, admin?

Will there be individualized special meetings e.g. senate, student senate, admin?

Ways we help:

STUDENTS

* Student panels and help develop questions
* Help moderate (safe space for student answers)
* Develop questionnaire to use in classes (e.g. 2 question online)
* Meet with student government
* Work with focus groups
* Coach faculty on research with student questions

FACULTY

* Interactive tools on specific topics
* Presentations
* Specific questions and answers
* Discipline meetings
* Focus on topics of governance, organization, curriculum, program review etc.

COLLEGE-WIDE

* Creating SEPs- working with counselors, students and discipline faculty
* Mapping
* Metamajors – naming, grouping, goals
* 4 pillars
* Groups scenarios – from student perspectives, to student guidance to GE to metamajors

**Sample Draft all day schedule**

**Participants:**  ASCCC:

College:

**Outcomes for the day: (samples)**

* Increase stakeholders understanding and support for GP and SEM strategies for coming year
* Define connections between GP and SEM and link to Guided pathways work and CAGP 20
* Illustrate roles and benefits of clustering (metamajor) organization emphasizing specific benefits to college, students, faculty, classified and admin
* Build upon and further refine Program mapping linkage to Clustering Strategies and Degree Audit tool

**Notes: (samples)**

* Concerns about district decision to emphasize productivity
* Create a culture shift from scheduling and enrollment management being an institutional perspective to being a student perspective
* Address issues of GP potentially limiting courses and offerings; and address areas wanting to expand and increase course within a discipline & recognize the importance of a designed Gen Ed
* Reflect on the concerns about shifting admin position and stability in the GP effort going forward & describe the role and responsibility going forward with regard to different work not more work – hope to get some people to commit to GP
* Review structures from other colleges for GP committees to create a Yuba specific model that will be sustainable regardless of shifting admin positions
* Discuss the previous clustering artifacts (admin; students; faculty; RP analysis)
* Review some of the program maps

**Potential Draft Schedule for the Day**

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Activity | Location | Responsible |
| 8 to 8:20 | Breakfast |  |  |
| 8:30- 9:50 | State of the College | Theater | President & Chancellor |
| 10 - 11 | Student Panel | Theater |  |
| 11-12 | The Basics of Clustering/Metamajors  SEM goals and logic model | Theater |  |
| 12:10 – 12:50 | Lunch |  |  |
| 1-2 | Intro & Using a program map – create your schedule | ?? area with tables |  |
| 2-2:30 | Scenario Activity connecting GP to Enrollment management | same |  |
| 2:30- 3 | Metamajor activity | same |  |
| 3- end | GP team describes goals and potential next steps |  |  |

**Another sample draft schedule**

Outcomes for the Day:

1. Develop a shared institutional understanding of meta-majors
2. Select the name for pathways at college
3. Identify a preliminary set of pathways for consideration
4. Develop a set of guiding principles to inform the decisions around meta-majors

Advanced Readings: Videos to be sent out prior to event: <https://www.youtube.com/watch?time_continue=6&v=sPtzyrvdILU> (Chancellor’s Office Pathways Video)

<https://vimeo.com/286584239> (Pathways Video sample)

ASCCC Meta Major Considerations

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Agenda** | **Facilitator(s)** | **Description** |
| 12:00 - 12:30 | Lunch  Welcome  Outcomes for Summit | Lead: College admin/faculty lead  Support:ASCCC | Welcome  Share Outcomes for the Day  Provide context for meta-majors and guided pathways, including the importance of this work for student success. |
| 12:30 - 1:00 | Meta-Majors Overview | ASCCC | An overview of meta-majors and key considerations based on the experiences of CCCs. |
| 1:00 2:30 | Sorting Exercise | Lead: ASCCC/RP  Support: | Table arrangements for exercise Instructions for sorting exercise  Flip Charts for tables to start documenting what guiding principles would be helpful  Prompted Questions for teams to consider:   1. What description/name of the pathways will resonate for students? Please explain. 2. How many pathways? Please explain/ justify why this number was selected. 3. What criteria did you use to categorize programs into pathways? Please explain. 4. Should programs be placed into more than one pathway? If so, what criteria should be used to do so? |
| 2:30 3:15 | Guiding Principles - Share Out | Lead: ASCCC/RP | Tables will share their guiding principles for Meta-Majors development, with a goal to come to consensus on key principles. |
| 3:15 -3:30 | Next Steps | Lead: College admin/faculty lead | How today’s work with be used moving forward and next steps for meta majors development, including Guided Pathways connections and tentative timelines. |

**Proposed Area of Focus for the ASCCC**

2021-2022

DRAFT for GPTF

**Using Data Effectively to Improve Teaching and Learning**:

Establish data-driven processes to evaluate and advance diversity, equity, and inclusion in areas of academic and professional matters. Leverage the Guided Pathways framework which includes data examination and exploration to improve educational programs and services to students.

1. Convene a Data and Research Task Force
   1. Chair serves as Liaison to RP Group
   2. Addresses Resolution [F20 18.01](https://www.asccc.org/resolutions/paper-and-resources-evaluating-placement-english-english-second-language-and-mathematics) Paper and Resources for Evaluating Placement in English, English as a Second Language, and Mathematics Pathways
   3. Provides updates to Executive Committee
   4. Assists local academic senates to
      1. Establish a data coaching program or other such program that engages faculty in using data to inform decision-making
      2. Work with institutional researchers to collect and analyze data
      3. Evaluate outcomes data
   5. Works with ASCCC Executive Committee to explore data sources appropriate to each committee charge
2. ASCCC Committees explore Data Sources at the state-level:
   1. At CCCCO: <https://www.cccco.edu/College-Professionals/Data>
   2. **CCCCO Data Mart**: [https://datamart.cccco.edu](https://datamart.cccco.edu/)

Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations. *THIS INCLUDES FACULTY!*

* 1. **LaunchBoard**: <https://www.calpassplus.org/LaunchBoard/Home.aspx>

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students.

* 1. **California State University Data Insights**: <https://www2.calstate.edu/data-center/Pages/default.aspx>
     1. Community College Dashboard: <https://partners.dashboards.calstate.edu/cc/search>
     2. Applications, Admissions, & Enrollment: <https://tableau.calstate.edu/views/Application_withsystemwide/ApplicationsAdmissionsEnrollment?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:render=true&:showVizHome=no&:origin=viz_share_link>
  2. **University of California Information Center**: <https://www.universityofcalifornia.edu/infocenter>
     1. Undergraduate Admissions Data: [https://www.universityofcalifornia.edu/infocenter#undergraduate-admissions](https://www.universityofcalifornia.edu/infocenter)
  3. Other sources…

1. Work with system partners and other stakeholders to explore, evaluate, and interpret student, faculty, and college data
   1. Create an ASCCC data analyst staff position, if financially feasible
   2. Open Education Resources Initiative (OERI), Course Identification (C-ID), and other Legislative mandates in regard to curriculum
   3. Accrediting Commission for Community and Junior Colleges (ACCJC), Student Learning Outcome (SLO) Symposium, and SLO Friday Talks in regard to student learning outcomes assessment

**Alignment with ASCCC Strategic Plan**

**Goal 1**: Assert the faculty voice and leadership in local, state, and national policy conversations.

* **Objective 2**: Expand advocacy and leadership opportunities for faculty, senates, and the Executive Committee.
* **Strategies**:

5. Cultivate relationships and work with external organizations to discuss common interests and how we may mutually advance the critical policies of CCCs.

7. Expand leadership opportunities for faculty, senates, and the Executive Committee.

**Goal 3**: Assert ASCCC leadership in all faculty professional development for the California Community College system regarding academic and professional matters.

* **Objective 1**: Ensure that all statewide faculty professional development regarding academic and professional matters in California Community Colleges occurs in collaboration with the ASCCC.
* **Strategies**:

2. Advocate for the faculty role and primacy in system initiatives that involve academic and professional matters.

3. Reinforce the ASCCC’s role in academic and professional matters through intentional collaboration with the Chancellor’s Office on areas of faculty primacy.

This concept was recommended by the ASCCC Guided Pathways Task Force at the May 14, 2021 meeting.